

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

2 Elementary schools (includes K-8)

1 Middle/Junior high schools

1 High schools

K-12 schools

4 TOTAL

2. District Per Pupil Expenditure: 10968

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☐ Urban or large central city

☐ Suburban school with characteristics typical of an urban area

☒ Suburban

☐ Small city or town in a rural area

☐ Rural

4. 11 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K			0	7			0
1			0	8			0
2			0	9	84	111	195
3			0	10	107	84	191
4			0	11	106	112	218
5			0	12	108	90	198
TOTAL STUDENTS IN THE APPLYING SCHOOL							802

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
97 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	20
(4)	Total number of students in the school as of October 1.	802
(5)	Total transferred students in row (3) divided by total students in row (4).	0.025
(6)	Amount in row (5) multiplied by 100.	2.494

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 2

Number of languages represented: 2

Specify languages:

Portuguese, Hungarian

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 49

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

Total Number of Students Served: 86

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>22</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>43</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>53</u>	<u>3</u>
Special resource teachers/specialists	<u>0</u>	<u>5</u>
Paraprofessionals	<u>4</u>	<u>2</u>
Support staff	<u>15</u>	<u>3</u>
Total number	<u>75</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 15 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	96%	96%	96%	96%
Daily teacher attendance	96%	96%	97%	96%	96%
Teacher turnover rate	5%	5%	11%	10%	11%
Student dropout rate	1%	1%	1%	1%	1%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	190	
Enrolled in a 4-year college or university	71	%
Enrolled in a community college	11	%
Enrolled in vocational training	11	%
Found employment	4	%
Military service	1	%
Other (travel, staying home, etc.)	2	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Bay High School is located in Bay Village, Ohio, a suburb of Cleveland, Ohio and is situated on the banks of Lake Erie. Our community is made up of mostly middle to upper middle class families. It is a professional community, which has high expectations for its children, and, in turn for our schools. Bay High School is the cornerstone of the Bay Village City School District which serves approximately 2,500 students in four school buildings including Normandy Elementary School (Grades K-2), Westerly Elementary School (Grades 3-4) and the recently constructed Bay Middle School (Grades 5-8). Bay High has an enrollment of a little over 800 students, of whom more than 90% will enroll in post secondary education programs.

The mission of the Bay Village Schools, a district with high expectations and a tradition of excellence, is to provide a quality, comprehensive education, in a safe and supportive environment: to ensure that all students achieve their maximum potential, to prepare students to create their own unique places in society, and to actively engage them in their ever changing community. Similarly, the mission of Bay High School, a school recognized for its high expectations and tradition of excellence, is to provide a quality comprehensive education, which offers opportunities for all students to achieve their maximum potential in a safe environment.

Our excellent professional staff is well educated and well prepared for this mission, with 100% of our teachers certified by the State of Ohio to teach in their area of instruction. Furthermore, our paraprofessional and support personnel are child centered and aid in the everyday experience of our students. Our staff is proud of the relationships that develop between the students and themselves.

Bay High School is the centerpiece of many community activities due to our extensive athletic, musical, theatrical, and visual arts programs. Students partake in a variety of activities ranging from community service groups, philanthropic groups, academic groups, music groups and a large number of athletic teams. These groups allow students to foster relationships, showcase talents, and develop new skills.

At our high school, our students' goals always are to put others before themselves. Each year they participate in canned food drives, Laurie Wilder Week (fundraising for Cystic Fibrosis), Suicide Prevention, Homeless Stand Down, Hoops for Hunger, Race for the Cure, Relay for Life, Affair of the Heart (Youth Philanthropy Fellowship's yearly charity dinner) and other timely charity efforts. These yearly efforts regularly yield in excess of \$40,000 to these charitable causes. The students have never met a good cause they could not embrace.

Our student body has also promoted a healthy and an eco-friendly "Bike to School Month" over the past three years. Last year's "Bike School Challenge" won our community's Project of the Year.

Our students are well represented on community groups, such as the Bay Education Foundation and the Village Foundation. These groups continue the theme of giving and for caring for others.

Each year the Ohio Department of Education designates our high school as "Excellent", since we meet the standards established for this purpose (We are in our eighth straight year since this status was established). Also, through our AP successes, we have been able to earn national recognition in such publications as *Newsweek* and *U.S. News and World Report*. We consistently see more than three hundred AP tests given yearly and greater than 80% of our AP students pass their AP tests each year with a score of 3, 4 or 5.

We feel Bay High School is a great place to get an education, to grow up, and to have multiple experiences that shape a productive future. Our belief is that our programs are the proper preparation for a student's future success both academically and in developing an individual sense of purpose.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Each March, Ohio high schools are mandated to administer the Ohio Graduation Tests to tenth grade students. There are five areas of testing for the Ohio Graduation Tests (Reading, Mathematics, Writing, Science and Social Studies). There are five levels of scoring (limited, basic, proficient, accelerated and advanced). To pass these assessments, students must achieve a proficient level, which equates to a scaled score of 400 on all tests. Students must pass all five tests as one of the requirements to qualify for high school graduation. Information about the state's assessment system may be found at <http://www.ode.state.oh.us>.

It is the goal of our school district that students achieve a 100% passage rate on all five tests. Our school has transitioned well from what was once a ninth grade Proficiency Test (given in the spring of a student's eighth grade year) to this high stakes tenth grade test. We are quite pleased with the initial success our students achieve on these tests. Ninety-five percent or more of the students have passed all five tests in their first attempt over the five years the Ohio Graduation Test has been administered. The few students who did not reach the proficient level on their first attempt were provided with interventions. Then, these students retake any individual test until he/she passes it. In the history of administering the Ohio Graduation Test, every Bay High student has passed all five parts of the Ohio Graduation Test with the exception of a profoundly handicapped child, who was exempted by his IEP team.

Specifically, in one of the tests highlighted in this application, Bay High students have scored consistently at a 98% success rate in Reading. Then, after subsequent administrations for those who initially did not pass, Bay High School has achieved 100% success in Reading for every student in the high school. Our two subgroups, Special Education and Economically Disadvantaged, have had greater than a 90% success in their first administration of the OGT in three of the five years highlighted. There is no apparent specific reason for the two years where these two subgroups did not achieve greater than 90% success. There were similar numbers and similar demographics.

In the other test highlighted by this application, Bay High School has scored consistently at a 96% success rate in Mathematics in the first administration. After subsequent administrations of this test to those who initially did not pass, Bay High School has reached 100% success for every student in the high school.

In contrast to our success for first administration results in Reading, our Special Education and Economically Disadvantaged students have had less success in their first attempts with the OGT Math Test. Our Special Education students, many of whom are also our economically disadvantaged, have had greater than a 71% success rate with their first attempt of the OGT for the five years highlighted. Economically disadvantaged students have achieved at 73% or greater rate during four of the five administrations. These are two areas where we will focus our efforts and resources in the future.

For various reasons, our Special Education and Economically Disadvantaged students enter Bay High School with less exposure to the general math curriculum than other students and may need more math exposure throughout their high school careers. Currently, our ninth grade students enter Bay High School at three different levels of math preparation, and those at the lowest level reach success on the OGT later in their high school careers through multiple administrations of the test. We need to address what possibly appears to be tracking in the earlier grades and ensure that students are given the best possible preparation for success in our math curriculum and success on the OGT Math Test.

2. **Using Assessment Results:**

The school uses a comprehensive assessment system based on clearly defined performance measures to gain valid and reliable results. This system includes multiple measures of individual student achievement that

assess higher order thinking skills. Also, the system is used to assess student performance on expectations for student learning, to evaluate the effectiveness of curriculum and instruction, to design and improve instructional strategies and practices, and to determine interventions that improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders. It allows us to understand student performance, school effectiveness, and the results of improvement efforts for individual students (including subgroups of students).

Data retrieved from student performance on all tests is documented and monitored by school administrators. This data is compared to prior years and helps place perspectives on the success of curriculum changes. This data is then shared with staff members and is evaluated at department meetings. The data is also compiled and analyzed by district administrators and is shared during district RTI (monthly Response to Intervention) Leadership meetings. This assessment data allows us to evaluate and analyze all aspects of the district, including the high school, in terms of attendance, behavioral trends, and academic performance. In addition, the high school annually evaluates attendance and behavioral trends, and this information is shared with the staff and is used to determine changes in school policy and procedure.

Professional development opportunities are available throughout the school year. The staff uses these opportunities to address data, test results, and student performance. From this year's discussions, our departments are beginning to develop end-of-course exams that would generate further data that will drive students' education. Our staff members access Progress Book, an on-line grade book, which also helps them look at individual student averages, averages in particular instructional categories, as well as overall class averages.

The use of data generated from test results has allowed us to remain a high performing district; the data has typically confirmed that our practices are sound. When the data shows otherwise, our district attempts to move quickly to address the deficiencies in our instruction so that we remain a high performing district.

3. Communicating Assessment Results:

We believe the school has the understanding, commitment, and support of all stakeholders, particularly when it comes to communicating assessment results. School personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and to advance improvement efforts. As a result, we can demonstrate a high level of meaningful participation by most shareholder groups. Parents are continuously informed of changes and initiatives in the school.

Staff members are provided opportunities to take roles on various committees, attend professional development opportunities, and share information with each other through staff meetings, department meetings, and common planning time. Also, school assemblies and class meetings are held throughout the year to provide students with updates and to provide the student body with an opportunity to speak with key school personnel.

Bay High School takes advantage of several avenues to communicate information to stakeholders about students, their performance, and school effectiveness. Since January 2009, parents have had access to Progress Book as a way to monitor their student's performance and to communicate with teachers. Our high school guidance staff also shares assessment results with students through individual meetings throughout the course of the school year; they also schedule individual meetings with parents to explain testing results after the school has mailed home results. After each round of OGT administration, the high school mails home individual testing result packets provided by the State Department of Education. Our guidance counselors provide further information through meetings and phone calls.

Bay High School and the Bay Village City School District also have web pages that include important information, as well as links to other articles and web pages that highlight student performance and the school's effectiveness. The athletic department at Bay High School uses *High School Sports.net* to post athletic schedules, results and directions to events. The athletic department and coaches communicate with

local media as an avenue to relay information about students and their performances. Furthermore, Bay High School collaborates with the school district's Public Information Office to relay information to stakeholders through the periodic mailers released from this office. Finally, the high school administration uses email and mailers and individual letters to families to update them on the school's effectiveness and the performance of students.

4. Sharing Success:

Bay High School personnel are constantly asked and are consistently willing to share the successes found in our classrooms and of the school at large. Membership and leadership roles by teachers and administrators in professional organization are highly encouraged. Many of our staff members make presentations at association meetings and the local and state conferences conducted by these organizations. The County Educational Service Center frequently conducts sharing forums for schools within the county. Bay staff members regularly participate in these forums and are often asked to make presentations. As a result of these forum presentations, individual school districts have asked for follow-up presentations in their district or will ask for the opportunity to visit Bay High School. These visitations have yielded the growth of collegiality between our high school and those seeking information on such topics as block scheduling, our mathematics program or any of our curricular programs thought to be unique.

Through printed word and face to face meetings, such as 8th Grade Parent Night, PSEO/AP Night, Freshman Orientation and Parent Information Nights, Bay High School informs parents and community members of the successes of our school. Through parent groups, particularly PTSA, Bay High Advocates, the Rockets Association and Band Parents, Bay High School has built-in forums and support groups to share successes publicly and with heightened support. Our Public Relations Officer mails quarterly updates to the entire community sharing our successes and our challenges. She also compiles a monthly update which is sent within the district by internal email. We take every appropriate opportunity to make sure our student successes are shared with all stakeholders.

The event of earning the Blue Ribbon School Award will be an excellent, high-profile opportunity to showcase our successes at Bay High School. Our school community will not rest until each of our students are achieving at his/her maximum potential and any communication vehicle available will be used to share our successes with all interested parties. By sharing these successes, we usually learn new ideas from others that we can apply to our school.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Bay High School's students benefit from an in-depth curriculum that promotes autonomy through a variety of electives branching from a core curriculum deeply rooted in research, best practices, and high standards. The course offerings are divided into eleven subject based departments. Twenty-eight credits are required for graduation from Bay High School. Our school operates on a modified block schedule which not only allows uninterrupted time for in-depth study, lab time and discussion, but also provides students opportunities to take more elective classes.

Students are required to take four and a half credits of English for graduation. The base of this curriculum includes Freshman English, Sophomore English, The American Literary Experience, Western Literature, and Communications. In addition, students may take AP English or Honors English. Electives include: Creative Writing, Acting, Debate, Writing for Publications, College Prep, and Reading. The development of reading, writing, speaking, and higher order thinking skills is stressed in all classes.

The Mathematics curriculum was developed from the NSF Reform programs and focuses upon the integration of math courses and discovery learning. At the completion of the required three mathematics credits at Bay High School, students shall have at least the competencies equivalent to Algebra II. The Math courses offered include: Introduction for Integrated Mathematics (for remediation), Integrated Algebra/Geometry I, II and III (with an Honors Course for Levels II and III), Intro to Pre-Calculus with Trigonometry, Honors Integrated Pre-Calculus 4, Statistics, AP Statistics, AP Calculus AB, and/or AP Calculus BC. All students learn to apply mathematical concepts in real world situations through discovery learning.

Four credits from Human History 2, Human History 3 or AP European History, one credit from several electives or AP U.S. History, and one credit of American Government or AP American Government and Politics are required in Social Studies. Electives include Comparative Religious Study, History of the Classical World, Social Psychology, Economics, and Basics of Western Civilization. Students are encouraged to develop their own points of view. They then will use skills like primary source analysis, research, and written and verbal expression in the defense of their viewpoint.

For the three science graduation credits, Physical Science and Biology are required of all students with Regular or Honors Chemistry or Physics as their third choice. Additional courses include Human Anatomy and Physiology, AP Biology, AP Chemistry, AP Physics B, AP Physics C Mechanics, or AP Physics C Electricity & Magnetism. Courses are designed to help students understand the history and nature of science through hands-on, inquiry learning opportunities. Students develop skills in analysis, synthesis, and problem solving skills of a quantitative nature.

The Foreign Language department provides the opportunity to gain appreciation of the Spanish and French cultures as students explore these cultures while honing their written, spoken, and listening skills. Courses include five levels of French and Spanish along with AP offerings (469 students are presently enrolled in our Spanish and French courses). Students develop skills in writing, speaking, and listening as well as an appreciation and understanding of other cultures.

Students at Bay High school may also choose from a variety of visual and music arts courses. The visual arts include: Art Survey, Drawing and Design, Applied Art, Computer Graphics, Photography, Painting, Sculpture, Ceramics, Advanced Art, Advanced Drawing and Painting, Advanced Computer Graphics, and AP History of Art. These are taught to provide art appreciation, as well as art criticism. All courses deal with art heritage as well as contemporary trends. Students may choose from either vocal or instrumental music programs. The vocal program includes: Freshman Choir, Treble Ensemble (Female Students), A Cappella Choir (selected by audition), Choraleers (16 selected students from A Cappella Choir), Ladies Show Choir,

and Music Theory/History. These choirs are consistently recognized as some of the best in the area and have won numerous accolades for their performances. The instrumental program includes: Symphonic Band, Concert Band, Marching Band, Jazz Ensemble, Stage Band, and Orchestra. Students improve their music skills, showmanship, and performing skills by participating in school, community, and competitions throughout each school year.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

Bay High School continues the work of its district partners, in particular Bay Middle School, to improve instruction. Communication between buildings is ongoing so the students can have a seamless transition in learning as they move from building to building. The high school base curriculum consists of Freshman English, Sophomore English, The American Literary Experience, Literature of the Western World, and Communications-9. Our teachers expect students to work hard and achieve much with a curriculum that strives to meet the student's needs. For the students with advanced abilities and particular interests, we offer AP English and AP United States History/Honors American Literary Experience. Our electives include classes that continue to emphasize communication skills for all students: Acting, Creative Writing, Writing for Publications, Debate, and Reading.

As a school, we have recognized and responded to students in need of additional reading skills. Most of our students with severe reading issues are being helped by in-school tutors with their Individualized Education Plans. They receive extra time during their day to practice skills necessary for success in high school, especially related to reading and writing. We also offer a reading course entitled "Digital Literacy" for incoming freshman who have been identified as struggling readers who are not covered by an IEP. This course is taught by our district reading specialist, and it combines software programs and targeted practice which produces student advancement in reading levels. Furthermore, the department offers another Reading course for students who are two or three years below grade-level in reading and/or those who wish to improve their reading skills or strategies. Students needing to pass the OGT benefit from this course. Additionally, we have set in place an open invitation to any student who needs additional help, particularly in language arts, to meet during his/her QRP (quality resource period) and lunch period two days per week with an English faculty member or an At-Risk tutor.

Each individual teacher at Bay High also assumes the responsibility to help every student within the classroom. Strategies we use to enable students to access the curriculum include: the use of audio resources; oral assessment; visual overview of main ideas; group, in-class plot summarization; vocabulary work (roots, context, literary terms); discussion of story elements (characters, setting, plot, conflict, point-of-view, theme, figurative language); and software programs such as *Read, Write and Gold*.

3. Additional Curriculum Area:

The Social Studies Department at Bay High School offers ten diverse courses. The curriculum includes the following courses: Human History-9th Grade, Human History-10th Grade, Comparative Religions, Ancient Civilizations, Social Psychology, Economics, American Government, Advanced Placement European History, Advanced Placement United States History, and Advanced Placement United States Government and Politics. The premise of the department is that through a vertically coordinated curriculum, students will develop analytical skills and build on past success. Students are challenged to develop their own point of view and defend it through the skills at the center of the curriculum -- primary source analysis, research, and written and verbal expression. The culmination of the curriculum in the senior year is a student centered research project with an oral presentation and defense. In this project, students are required to identify a public policy issue and address appropriate solutions via a Hegelian dialectic. Additionally, the Social Studies Department has a strong Advanced Placement program, offering three courses, in which enrollment and performance on the Advanced Placement exams are nearly twice the national average. Finally, throughout the 9-12 curriculum students are challenged to use technology in the areas of research and production of work.

The mission statement for Bay High School is : "...to provide a quality, comprehensive education which offers opportunities for all students to achieve their maximum potential in a safe environment to motivate and prepare students to take a responsible place in an ever-changing society, and to have them actively contribute to their community." It is our belief that through the variety of course offerings, the utilization of technology, the challenge of developing a viewpoint and defending this view, and the highly analytical skills students develop through the Social Studies department at Bay High School that students graduate prepared to take a responsible place in an ever-changing society and to become active, contributing member of their community.

4. Instructional Methods:

In order to meet the needs of its learners, Bay High School provides a variety of tools ranging from its course offering, to instructional strategies, to technology utilization. Bay High School offers a large variety of courses and supports to help differentiate instruction based upon the needs of student subgroups. Currently, Bay High School offers sixteen (16) Advanced Placement courses for students looking for acceleration of the curriculum. These courses can be found in the Art, Foreign Language, English, Math, History, and Science departments. Students may also choose from ten Advanced/Honors courses.

Bay High School supports and encourages students to explore college courses through the Post Secondary Enrollment Options program (PSEO). Likewise, Bay High School offers a variety of supports and courses to students who need additional scaffolding and differentiation to experience success. These courses range from Digital Literacy, Freshman Experience, Fundamental Level courses, and Career Based Intervention courses, as well as a variety of elective courses ranging from Computer Technology, Family and Consumer Science, and Industrial Technology. Then, at the start of their junior years, students may enroll in programs through the West Shore Career and Technical School, which frees them to design a schedule that caters to their interests and strengths.

At the outset of each semester, special education providers meet with staff members in IEP reviews to discuss the learning needs of each student with a special need. Providers work with the classroom teachers to provide differentiation and modification of work to meet the needs of this subgroup. Finally, many of our classroom teachers are using instructional technology to meet the needs of individual learners. By providing instruction that includes auditory, visual, and hands-on learning activities, as well as using software such as Read, Write and Gold, on-line texts, Inspiration, Mimeo Boards and Smart Board tools and Google Docs, staff members are able to individualize instruction to provide both acceleration and remediation for the diverse learners in their courses.

5. Professional Development:

A Bay High teacher participates on the district's Professional Development Committee that plans in-service programs for the high school and the district. Surveys are used to determine educational issues, topics, and trends that are relevant to staff. A recent Professional Development program has included administrators and teachers working together to examine collaborative observation models. The creation of an observation process closely aligned to the Pathwise model has clarified (administrative) expectations and has allowed for more directed and consistent classroom observations. The feedback provided to teachers ensures that quality instruction is received by all students at Bay High School.

During the 2008-2009 school year, Bay High School underwent the Advance Ed review for accreditation. This process helped us closely examine our practices and structures, and to identify key areas for development that will help us to improve instruction. This process also allowed us to gain feedback from other experts for areas on which to focus our professional development in the future.

Over recent years, much of the building's professional development has focused on the Response to Intervention (RTI) model, which attempts to reach the needs of all learners. As a result, the Freshman Experience and Digital Literacy classes were incorporated into the curriculum for the 2009-2010 school year (thirty two freshmen are involved with Digital Literacy and twenty five from that group are also involved with

Freshman Experience). We have seen dramatic improvement in reading comprehension, reading fluency and organization from the “at risk” students enrolled in these classes. These courses and the professional development during their creation led to more interdepartmental discussions about best practices and their consistent implementation.

The district has recently utilized its own in-house “experts” to provide professional development on using technology to improve instructional practices. These opportunities have included SMART boards, Mimeo Boards, Progress Book (on-line grade book), Wikis and Blogs, and other software/programs such as: Plato Learning, Study Island, Wilson Reading, Language!, Inspiration, and Read-Write-Gold. The staff’s increased awareness and use of these tools has led to greater differentiation of instruction and better intervention or acceleration through more individualized instruction.

Money is budgeted annually for staff to attend workshops and seminars based upon individual interests, department initiatives, or school-wide initiatives to insure the staff remains current on the best instructional strategies and practices.

6. School Leadership:

The leadership structure at Bay High School consists of a building Principal, Assistant Principal and Athletic Director. These three individuals work closely on a daily basis and meet weekly in a preview/review format to provide instructional leadership for Bay High School. In addition, Bay High School utilizes a Department Chair structure as an important leadership component. These individuals meet monthly with the Principal to discuss instruction, and they work to improve practices across the curriculum. In addition, these leaders meet monthly with their department members to share information, gather data, and evaluate best practices within the department. The principal also holds Friday breakfasts with individual departments once a semester in order to discuss topical issues troubling the administration or members of the teaching staff. This proves to be a successful, though less formal, avenue for communication.

Further, the Principal chairs numerous meetings and committees that are designed to review and improve the policies, programs, relationships, and resources focused on improving student achievement. Examples of this leadership include: weekly meetings with guidance counselors, bi-monthly staff meetings, the building level Response to Intervention team, participation on the district-wide Response to Intervention Leadership Team and Administrative Council, and monthly meetings with the Superintendent.

The Assistant Principal chairs the school’s Intervention Assistance Team, which meets twice a month, as well as the Crisis Response Team, which updates our emergency procedures on an annual basis.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: 2009-2008-2007-2006-2005 Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	96	96	96	98
% Advanced	86	82	78	82	83
Number of students tested	185	213	201	218	188
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	73	85	75	62	73
% Advanced	0	0	0	0	0
Number of students tested	11	13	12	13	11
2. African American Students					
% Proficient plus % Advanced	0	100	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	2	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	4	1	0	0	0
4. Special Education Students					
% Proficient plus % Advanced	90	83	77	79	71
% Advanced	0	0	0	0	0
Number of students tested	20	23	22	24	17
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

Notes:

Subject: Reading

Grade: 10 Test: Ohio Graduation Test

Edition/Publication Year: 2009-2008-2007-2006-2005 Publisher: Ohio Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	99	98	96	99	98
% Advanced	72	79	70	83	83
Number of students tested	185	213	202	218	188
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	85	67	92	91
% Advanced	0	0	0	0	0
Number of students tested	11	13	12	13	11
2. African American Students					
% Proficient plus % Advanced	0	100	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	2	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	4	1	0	0	0
4. Special Education Students					
% Proficient plus % Advanced	95	91	68	92	77
% Advanced	0	0	0	0	36
Number of students tested	20	23	22	24	17
5. Limited English Proficient Students					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Largest Other Subgroup					
% Proficient plus % Advanced	0	0	0	0	60
% Advanced	0	0	0	0	20
Number of students tested	0	0	0	0	5

Notes: